Seattle Federal Executive Board Associates Program

Guidebook 2021

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Associates Program

Program Overview

The SFEB Associates Program provides leadership and professional development through experiential learning. Associates gain a broad perspective on leadership and management through interaction with federal executives and participation in SFEB programs and activities.

SFEB Associates participate in what may be a called a laboratory for learning. Through the year they will work as a team that approximates the work of a management team attempting to develop and carry out a new program. The learning boundaries of the program allow each Associate to experiment with new skills, practice giving and receiving feedback, and take risks in order to develop their talents.

The SFEB Associates Program Advisors provide oversight for the program. Participation in the program is for two consecutive years. Approximately ten percent of an Associate's work time is devoted to tasks, projects and professional development related to this program. Some activities may require a greater time commitment.

Nominations

Nominations for the Associates Program must come from agency executives. A committee of the Associate Advisors, chaired by the Executive Director is responsible for the selection of each year's group of Associates. The target candidates for the Associates Program include high-potential GS-9 through GS-12 (or equivalent) employees.

The selection process includes a written application followed by individual interviews. The selection committee considers the following factors:

- The nominee's learning goals for participating in the program
- The commitment of the nominee and their immediate supervisor to dedicate ten percent of the Associate's work time to the program
- The current capabilities the nominee would bring to the program
- The nominee's potential for professional growth and leadership
- The written recommendation from the nominee's immediate supervisor

Program Requirements

Each Associate is expected to complete the following requirements each year of the program:
- Attend a required three-day* orientation and training meeting in January
- Contribute towards developing a plan for a year long, group project
- Plan, conduct and attend monthly meetings
- Meet regularly with their program Advisor

- Fully participate in various group activities including training, service projects, and other events approved and planned by the group as a whole
- Complete all reading and study assignments
- Regularly reflect on professional progress and personal growth Initiate and complete at least one job shadow assignment
- Participate in the Associates' group project
- Complete of training, either individually or with the whole group, that develops:
  - ✓ leadership skills
  - ✓ expanded competencies in project management
  - ✓ group facilitation skills and methods
  - ✓ consensus building decision making skills
  - ✓ communication skills
  - ✓ personal development and self-assessment

- Complete at least two service activities with the Seattle Federal Executive Board
- Attend all SFEB Executive Leadership Council meetings
- Keep his/her supervisor apprised of activities and accomplishments
- Complete an annual self-evaluation

Guiding Principles of Associate Interaction

Associate Program members commit:
- To keep confidences and operate in an environment of trust
- To meet deadlines and timeframes
- To communicate openly and honestly
- To appreciate other team members' points of view

* In 2021, these might be partial days. Foundations Week 2021 will be held virtually.

Meetings

Meet and Greet

An introductory meeting is held just prior to the annual Foundations Week in January. It is an opportunity for the new Associates to meet the Advisors and returning Associates, and to learn general information and coordination for the Foundations Week. The Rising Second-Year Associates organize the agenda.

Annual Training (Foundations Week)

The SFEB Associates Annual Foundations Week occurs in January as determined by the SFEB Executive Director. It is a three-day intensive training. New Associates receive a program orientation as well as in-depth training based on the Associates Curriculum. They learn about consensus decision making. In addition, Associates make decisions about the coming year, including the topic of the group project. They develop ground rules and set meeting and training dates. The cost of the retreat is covered by the training funds provided by each agency for the support of their Associate. The agenda for the annual training is organized by the Rising Second-Year Associates.

Associate Meetings

Associates and Advisors are expected to attend every monthly meeting, and to make every attempt to be present for the entire day. The Executive Director maintains a roster of Associate participation, including monthly meetings and other activities. Associates are responsible for reviewing this document at each meeting for completeness.

Associates divide into four groups to cover each quarter of the year. In consultation with their Advisor, the quarter groups are expected to:

- develop a meeting agenda for each month
- facilitate the meeting discussions
- take notes to be distributed within a week of the meeting
- lead a structured discussion of the required reading
- coordinate with the Associates Training Committee for the training component of the meeting.
- coordinate at least one social event per quarter.

Executive Leadership Council (ELC) Meetings

Associates are expected to attend Executive Leadership Council (ELC) meetings. These meetings present a unique opportunity to meet and network with federal executives. The Council meets every other month* for general discussion, and to determine activities that will advance the mission of the SFEB.

* Frequency of calls for 2021 is under discussion

Associate Development

Reading Assignments

While the program is oriented towards experiential learning, Associates are expected to study assigned books, podcasts, and reading materials on leadership and management.   Discussion of the reading assignment will occur during the monthly Associates meeting.

- Associates lead the discussion of the assigned book in monthly meetings.
- Associate quarter group members develop discussion themes based on the concepts presented in the book.
- A chapter or section of the reading assignment is presented verbally in summary form.
- Discussion questions are sent out in advance as part of the meeting agenda.
- *See Appendix B on "How to Lead a Book Study Discussion."*

Training

The major component of experiential learning is found in the development and execution of the group project. The Associates work collectively to select the project, determine goals and objectives, overcome disagreements, and achieve consensus and unity of action.

The Associates program has a curriculum focused on core competencies derived from Senior Executive Service standards as set by the Office of Personnel Management (see appendices). Monthly training topics will be reviewed for relevancy to these core competencies as well as Associates' current needs and individual interests. The Associates Training Committee develops a schedule of trainings that are held as part of each monthly meeting.   These trainings primarily use local federal talent and resources, including presentations on leadership from SFEB executive level members.

Journaling

Each Associate is expected to regularly reflect, in writing, on their professional development and personal growth. Journal writing is private but may spark ideas for discussions with Associates and their Advisors. Also, some form of documenting one's own process may help with the annual self-evaluation which is expected of each Associate each year. Suggested topics:

- Was there a time this month that left you confused or frustrated? How did you deal with that feeling? What did you learn about yourself from that experience?
- Describe an accomplishment from the past month that you will be able to draw on in the future.
- Evaluate your progress against the goals you set for yourself as a participant in the SFEB Associates program. On a scale of one to ten, how satisfied are you that you are putting your best effort into achieving those goals? What could you do next month to achieve one of those goals?

Advisors

Each Associate is assigned an Advisor each year. The SFEB encourages Advisors and Advisees to meet in person* or by available remote technology at least once a month. It is expected that the individual Associate will seek out their Advisor to establish these appointments. Advisor relationships are intended to provide an opportunity for job skills coaching, confidential feedback and personal encouragement. Advisors frequently develop a mentor relationship with their Associates.

Job Shadow

The SFEB Associates program provides access to personal contact with federal executives, as well as local civic and community leaders. Associates must complete at least one job shadow assignment each year and are urged to do more. The job shadow can be done with a senior executive, high-level manager, local elected leader, corporate or non-profit executive. Associates may organize a group job shadow to maximize an opportunity. Each Associate should develop a plan for job shadow opportunities in consultation with their Advisors and the SFEB Executive Director. Job shadows may be performed remotely or in person depending on local conditions.

In person when that is safe to resume

Projects

Associates' Annual Group Project

Each year the Associates work as a team to develop a project from start to finish. The project needs to be large enough so that every Associate has the opportunity to participate and has an area of responsibility.   Associates brainstorm and research ideas, evaluate choices and make a selection by consensus decision making. (See Appendix A on consensus decision making).

The selection of a project must balance four major factors:

- opportunities for Associate learning and leadership development
- significance to the federal community
- significance to the wider community
- feasibility

Examples of past projects include

- 2020: B.R.A.C.E. (Building Readiness for Action in Crisis and Emergencies): Associates worked with subject matter experts in different aspects of personal emergency preparedness to create and deliver nine separate YouTube videos on getting oneself, one's home, family and neighborhood ready to face crises.

- 2019: Project Tiny House: Through collaboration with a local not-for-profit housing agency Associates constructed a "Tiny House" intended to serve as a temporary shelter for a homeless person currently in an encampment. This project served as a window to explore the vexing social issue of homelessness.

- 2018: Inspiring Ideas: Associates organized a series of inspirational talks by prominent federal officials videotaped in front of a live studio audience that are posted on YouTube.

- 2017: Prisoner Re-entry: Associates organized a summit on challenges affecting formerly incarcerated individuals returning to the community. This summit featured the Governor's Secretary for Corrections as the keynote speaker with panel discussions on housing, employment and social services.

- 2016: Promotion of federal service to young adults: Associates organized a series of outreach events to local schools and community groups, then developed a schedule of job shadow activities so young adults could directly experience federal service.

- 2015: Combined Federal Campaign new board formation: OPM required eight CFC campaigns in Washington State to merge into a single governing structure.   The Associates organized a regional Summit of the current eight boards and laid the groundwork for the merger of these eight campaigns.

- 2014: Young Government Leaders: Associates founded the Seattle chapter of this national professional development organization.

- 2013: Operation War Fighter: This project was done in collaboration with a DOD funded program to expand federal internship opportunities for returning veterans.

Public Service Recognition

All Associates are expected to participate in the execution of the largest single SFEB sponsored event: the annual Celebration of Public Service. This event usually takes place the first week of May. The Director depends on the full participation of every Associate to stage this event.

Special Projects

Associates will be asked to participate in special projects with the Seattle Federal Executive Board.   Throughout the year, the SFEB Executive Director will request assistance for projects and practical tasks. Examples include working on the SFEB website, assisting with new Associate interviews, and representing the Executive Director at public events.

Committees

Associates will be assigned to a committee in support of the Associates Program and other SFEB sponsored programs and special projects. Associates will request their preferences and be assigned to Committees as part of Foundations Week.

Training Committee
- **Description:** The training committee is responsible for arranging the two-hourning session that is part of each monthly Associates meeting. Trainings are to be set up with regard to Associate curriculum requirements. Any Associate may suggest a training topic or a subject matter expert. Advisors also contribute suggestions for training topics. The committee refines the training curriculum requirements as the program progresses through the year.
- **Number of associates**: 4
- **Number of advisors**: 1
- **Deliverables/Goals:** Schedule at least 9 training sessions for the following monthly associate meetings: March, April, May, June, July, August, September, October, November

Social and Community Service Committee
- **Description:** This committee coordinates special activities which create opportunities for social interaction between Associates and with the community. These activities are team building in nature and fostering informal contact. Special activities include:
  - An annual social SFEB Associate Alumni event.
  - Service activities/projects such as Earth Day clean up, serving meals at a homeless shelter or veterans' facility, Habitat for Humanity building project, National or State Parks trail repair, etc.
  - Social activities such as after hour social gatherings, trivia nights, etc.
  - Java 1on1 conversations via phone calls, video calls, or in person.
- **Number of associates**: 4
- **Number of advisors**: 1
- **Deliverables/Goals:**
  - Plan and execute 1 annual SFEB Associate Alumni Social Even
  - Plan and execute at least three service projects/activities
  - Plan and execute at least three social/happy hour events
  - Develop a plan and prompts for weekly associate Java 1on1

Outreach Committee
- **Description:** The committee will be responsible for promoting federal service by responding to requests from the community for speakers and panelists for such events as:
  - Graduate school outreach such as the University of Washington Evans School of Public Policy and Seattle University.
  - High School career fairs
  - Community college career fairs and other programs

- Community organizations that may request federal representatives and speakers.
- **Number of associates**: 4
- **Number of advisors**: 1
- **Deliverables/Goals:** Schedule at least 3 outreach events.

Collaboration Committee

- **Description:** This committee will be responsible for maintaining various communication outside of the associates program such as SFEB Community, SFEB Alumni, and other federal agencies. Communications range from the following:
  - o Developing and executing a social media strategy
  - o Plan and execute associate alumni in-reach event(s)
    - ▪ Examples of an event could be a panel discussion with alumni to learn "how to get the most out of the program?", "How to further career with skills gained from the program?" etc.
  - o Collaborate with existing SFEB Committees (D&I, ADR, other SFEB groups), disseminate information and opportunities for associate participation.
    - ▪ *Diversity & Inclusion (D&I)* - This interagency committee coordinates several events each year, including educational programs celebrating African American Heritage, Hispanic Heritage, Asian Pacific Island Heritage, PRIDE, Women's History, and Native American Heritage. Associates will provide the committee co-chairs with assistance in organizing meetings and coordinating with agencies sub-committees that organize the individual events.
    - ▪ *Alternative Dispute Resolution (ADR)* – This program provides mediation services to federal and other government agencies intended to equitably solve workplace disputes.

- **Number of associates**: 4
- **Number of advisors**: 2
- **Deliverables/Goals:** Develop and execute a social media strategy, communicate opportunities from the SFEB Committees (D&I & ADR), plan and execute alumni networking event(s), update and maintain alumni contact list.

Appendix A: Consensus Decision Making

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The Basics of Consensus Decision-Making
by Tim Hartnett, PhD
http://www.GroupFacilitation.net

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The Principles of Consensus Decision Making
Consensus decision making is a process used by groups seeking to generate widespread levels of participation and agreement. There are variations among different groups regarding the degree of agreement necessary to finalize a group decision. The process of group deliberation, however, has many common elements that are definitive of consensus decision making. These include:

- **Inclusive:** As many stakeholders as possible are involved in group discussions.

- **Participatory:** All participants are allowed a chance to contribute to the discussion.

- **Collaborative:** The group constructs proposals with input from all interested group members. Any individual authorship of a proposal is subsumed as the group modifies it to include the concerns of all group members.

- **Agreement Seeking:** The goal is to generate as much agreement as possible. Regardless of how much agreement is required to finalize a decision, a group using a consensus process makes a concerted attempt to reach full agreement.

- **Cooperative:** Participants are encouraged to keep the good of the whole group in mind. Each individual's preferences should be voiced so that the group can incorporate all concerns into an emerging proposal. Individual preferences should not, however, obstructively impede the progress of the group.

An Alternative to Common Decision-Making Practices
Consensus decision making is an alternative to commonly practiced non-collaborative decision making processes. Robert's Rule of Order, for instance, is a process used by many organizations. The goal of Robert's Rules is to structure the debate and passage of proposals that win approval through majority vote. This process does not emphasize the goal of full agreement. Nor does it foster whole group collaboration and the inclusion of minority concerns in resulting proposals. Critics of Robert's Rules believe that the process can involve adversarial debate and the formation of competing factions. These dynamics may harm group member relationships and undermine the ability of a group to cooperatively implement a contentious decision.

Consensus decision making is also an alternative to "top-down" decision making, commonly practiced in hierarchical groups. Top-down decision making occurs when leaders of a group make decisions in a way does not include the participation of all interested stakeholders. The

leaders may (or may not) gather input, but they do not open the deliberation process to the whole group. Proposals are not collaboratively developed, and full agreement is not a primary objective. Critics of top-down decision making believe the process fosters incidence of either complacency or rebellion among disempowered group members. Additionally, the resulting decisions may overlook important concerns of those directly affected. Poor group relationship dynamics and decision implementation problems may result.

Consensus decision making addresses the problems of both Robert's Rules of Order and top-down models. The goals of the consensus process include:

- **Better Decisions:** Through including the input of all stakeholders the resulting proposals can best address all potential concerns.

- **Better Implementation:** A process that includes and respects all parties, and generates as much agreement as possible sets the stage for greater cooperation in implementing the resulting decisions.

- **Better Group Relationships:** A cooperative, collaborative group atmosphere fosters greater group cohesion and interpersonal connection.

The Process of Consensus Decision Making

There are multiple stepwise models of how to make decisions by consensus. They vary in the amount of detail the steps describe. They also vary depending on how decisions are finalized. The basic model involves collaboratively generating a proposal, identifying unsatisfied concerns, and then modifying the proposal to generate as much agreement as possible.

Step 1	Step 2	Step 3	Step 4	Step 5	Step 6
Discussion	Identify Emerging Proposal	Identify Any Unsatisfied Concerns	Collaboratively Modify the Proposal	Assess the Degree of Support	

Finalizing a Decision

The level of agreement necessary to finalize a decision is known as a decision rule. The range of possible decision rules varies within the following range:

- Unanimous agreement
- Unanimity minus one vote
- Unanimity minus two votes
- Super majority thresholds (90%, 80%, 75%, two-thirds, and 60% are common).
- Simple majority

- Executive committee decides
- Person-in-charge decides

Some groups require unanimous consent (unanimity) to approve group decisions. If any participant objects, he can block consensus according to the guidelines described below. These groups use the term consensus to denote both the discussion process and the decision rule. Other groups use a consensus process to generate as much agreement as possible, but allow decisions to be finalized with a decision rule that does not require unanimity.

Consensus Blocking
Groups that require unanimity allow individual participants the option of blocking a group decision. This provision motivates a group to make sure that all group members consent to any new proposal before it is adopted. Proper guidelines for the use of this option, however, are important. The ethics of consensus decision making encourage participants to place the good of the whole group above their own individual preferences. When there is potential for a group decision to be blocked, both the group and any dissenters in the group are encouraged to collaborate until agreement can be reached. Simply vetoing a decision is not considered a responsible use of consensus blocking. Some common guidelines for the use of consensus blocking include:

- Limiting the option to block consensus to issues that are fundamental to the group's mission or potentially disastrous to the group.
- Providing an option for those who do not support a proposal to "stand aside" rather than block.
- Requiring two or more people to block for a proposal to be put aside.
- Require the blocking party to supply an alternative proposal or a process for generating one.
- Limiting each person's option to block consensus to a handful of times in one's life.

A basic outline of consensus decision making that allows consensus blocking is outlined in this flow chart from Wikipedia: Consensus Decision-making.
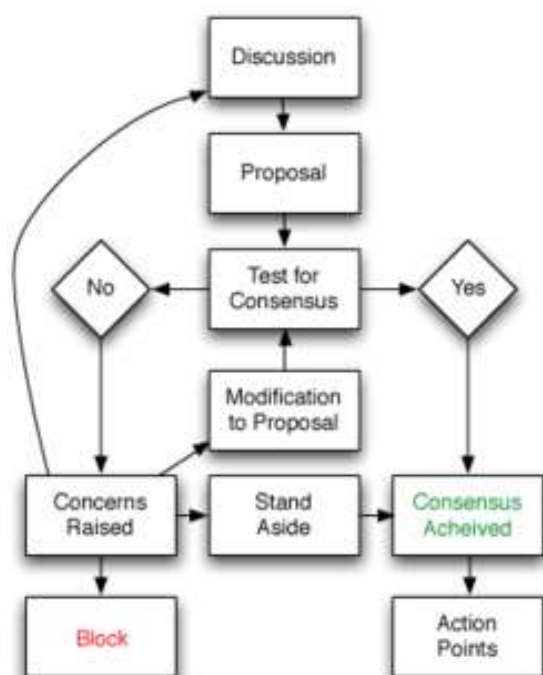
Agreement vs. Consent

Unanimity is achieved when the full group consents to a decision. Giving consent does not necessarily mean that the proposal being considered is one's first choice. Group members can vote their consent to a proposal because they choose to cooperate with the direction of the group, rather than insist on their personal preference. Sometimes the vote on a proposal is framed, "Is this proposal something you can live with?" This relaxed threshold for a yes vote can help make unanimity more easily achievable. Alternatively, a group member can choose to stand aside. Standing aside communicates that while a participant does not necessarily support a group decision, he does not wish to block it.

Debate Over Decision Rules

Critics of consensus blocking object to empowering individuals to block otherwise popular proposals. They believe this can result in a group experience of widespread disagreement, the opposite of a consensus process's primary goal. Further, they believe group decision making may become stagnated by the high threshold of unanimity. Important decisions may take too long to make, or the status quo may become virtually impossible to change. The resulting tension may undermine group functionality and harm relationships between group members. Defenders of consensus blocking believe that decision rules short of unanimity do not ensure a rigorous search for full agreement before finalizing decisions. They value the commitment to reaching unanimity and the full collaborative effort this goal requires. They believe that under the right conditions unanimous consent is achievable and the process of getting there strengthens group relationships.

Conditions that Favor Unanimity

The goals of requiring unanimity are only fully realized when a group is successful in reaching

it. Thus, it is important to consider what conditions make full agreement more likely. Here are some of the most important factors that improve the chances of successfully reaching unanimity:

- Small group size

- Clear common purpose

- High levels of trust

- Participants well trained in consensus process

- Participants willing to put the best interest of the group before their own

- Participants willing to spend sufficient time in meetings

- Skillful facilitation and agenda preparation

Using Other Decisions Rules with a Consensus Process
Many groups use a consensus decision making process with non-unanimous decision rules. The consensus process can help prevent problems associated with Robert's Rules of Order or top-down decision making. This allows majority rule or hierarchical organizations to benefit from the collaborative efforts of the whole group and the resulting joint ownership of final proposals. For instance, a small business owner may convene a consensus decision making discussion among her staff to generate a proposal for changes to the business. After the proposal is developed, however, the business owner may retain the authority to accept or reject it.
The benefits of consensus decision making are lost, however, if the final decision is made without regard to the efforts of the whole group. When group leaders or majority factions reject proposals that have been developed with widespread agreement of a group, the goals of consensus decision making will not be realized.

More Elaborate Models of Consensus Decision Making
As the field of group facilitation has evolved, more detailed models of consensus decision making have been developed. One example is the CODM model (consensus-oriented decision making). Newer models focus on the process of group collaboration, increasing understanding within the field of how collaboration can be best fostered and what facilitation techniques can promote it.

Appendix B: Leading a Book Study Discussion

1. **Read the book** - This may seem obvious, but it is the most important step, so it is worth stating. It is a good idea to plan on finishing the book a little earlier than you might otherwise so that you have time to think about it and thoroughly prepare for the book discussion.

2. **Mark up page margins liberally with notes and comments** – Underline important passages and circle important page numbers so that you can access the passages easily while leading your book discussion

3. **Come up with eight to ten questions about the book: Examples:**

    - What is the author's overall theme?   What is the major theme(s) of this chapter?
    - What evidence did the author present to support the theme?
    - What do think the author means by, " (quote or key phrase from the book)".
    - What idea did the author present that surprised and impressed you?
    - Was there a weakness in the author's point of view?
    - How do the ideas in the chapter relate to your work and role?
    - What were the implications for leadership?

4. **Let others answer first** - When you are asking questions, you want to facilitate discussion, not come off as a teacher. By letting others answer first, you will promote conversation and help everyone feel like their opinions matter.

    Note: Sometimes people may need to think before they answer. Part of being a good leader is being comfortable with silence. Don't feel like you have to jump in if no one answers immediately. If needed, clarify, expand or rephrase the question.

5. **Make connections between comments** - If someone gives an answer to question 2 that connects well with question 5, don't feel obligated to ask questions 3 and 4 before moving to 5. You are the leader, you can go in whatever order you want. Even if you go in order, try to find a link between an answer and the next question. By connecting people's comments to the questions, you'll help build momentum in the conversation.

6. **Occasionally direct questions toward quiet people** - You don't want to put anyone on the spot, but you want everyone to know their opinions are valued. If you have a few talkative people who always jump right in, directing a question to a specific person may help draw out the quieter people (and let the loud people know it is time to give someone else a turn).

7. **Rein in tangents** - Book studies are popular not only because people like to read, but also because they are great social outlets. A little off topic conversation is fine, but you also want to respect the fact that people have read the book and expect to talk about it. Recognize tangents and bring the discussion back to the book.

8. **Don't feel obligated to get through all the questions** - The best questions sometimes lead to intense conversations. That's a good thing! The questions are there as a guide. While you will want to get through at least three or four questions, it will probably be rare that you finish all ten. Respect people's time by wrapping up the discussion when the meeting time is over rather than pushing on until you finish everything you planned.

9. **Wrap up the discussion** - One good way to wrap up a conversation and help people summarize their opinions of the book is to ask each person to rate the book on a scale of one to five.

Tips:

1. When writing out book discussion questions, avoid questions that are too general, like "What did you think of the book?" Also avoid questions that have yes or no answers. You want to ask questions that are open ended and help people talk about themes and how the book relates to deeper issues.
2. Do not make dismissive statements toward other people's comments. Even if you disagree, take the conversation back to the book rather than saying "That's ridiculous," etc. Making people feel embarrassed or defensive is a sure way to shut down the conversation.

Appendix C: Effective Notetaking

What's the role of the notetaker?
At each meeting, one of the quarter group members is assigned the role of notetaker. The notetaker is responsible for recording minutes from the meeting discussion. The draft minutes are shared with the associates and advisors within a week of the meeting. The notetaker will make any edits based on the synthesizing comments received.

Why take minutes?
Good minutes help drive a plan of action for the team. They clarify how, when, why, and by whom decisions were made. They map out a plan for the action items (which helps get the work done) and they later provide valuable information to those associates and advisors who can't attend the meeting.
Effective minutes also record meeting decisions, which makes them a useful review document when it comes time to measure progress. Further, they act as an accountability tool because they make it clear whose duty it was to perform which action.

What's included in the minutes?
Minutes should be simple lists of decisions made and actions that need to be taken (with the responsible person identified). Generally, minutes should be as short as possible as long as they highlight all key information.

Excerpt from recent Associates Meeting Minutes

SFEB Associates Meeting
November 19, 2020
8:00 am – 4:00 pm
Digital Zoom Meeting

3:30 – 3:55   Final Thoughts and Closing Remarks

Cassandra: Appreciated training, future opportunities for trainings by other associates.
Nate: final happy hour
Lauris: Decided to retire in February 2021; will still be in contact with SFEB Associates Program (laurisdavies@gmail.com)
David: Request to turn in your self-evaluation sooner rather than later; appreciation of Lauris
Darlene: In evaluation, don't sell yourself short, add context

3:55 – 4:00   Notes and Action Items

Action Items:
- Megan: Send us tools for our Addressing Misconduct toolbox: CFR, Douglas Factors, guides to file away and use
- Casey: Send around committee best practices doc

- Outreach committee (Alana, Erika, Martin, Shannon): Convene to work on GoogleDoc
- Lisa and Kevin: Share Presidential Transitions PowerPoints
- Alana: Give holiday virtual event updates soon
- Nate: Final happy hour, Java 1on1 championship; Advisors to send 2 truths and a lie to Nate
- Rebecca: Send out Foundations Week outline so far
- All Associates:
  - Contact Alana/Diana with ideas about alumni network organizing
  - Turn in your self-evaluation sooner rather than later
  - Come to Dec 10 meeting with proposal regarding how the introduction would be structured, and how the 3 days of foundation week will be structured (per Cassandra)

Quarter Group Roles
Facilitation: Morning: Justin Spreadborough
                Afternoon: Darlene Nededog
Scribe: Shannon De Jong
Agenda: Rebecca Ullian

Logistics and Backup: All shared duties
Advisor: Kevin Werner

Appendix D: Curriculum Principles

A Framework for Learning

Providing experiential opportunities through interaction with federal executives, participation in SFEB programs and activities to develop leadership potential

Guiding Principles

The guiding principles of the Associates Program curriculum are derived from the Office of Personnel Management's standards for federal Senior Executive Service. OPM sets forth core qualifications and core competencies that must be developed in government leaders.

Core qualifications include the ability to lead change and lead people. Developing leaders must be results driven. They also must demonstrate business acumen, and the ability to build coalitions in a diverse environment.

Core Qualifications

- Ability to lead people
- Ability to lead change
- Leadership that is driven by results
- Demonstrated business acumen
- Ability to build coalitions.

Core Competencies

Underlying the five core qualifications are the development of six core competencies. These competencies are essential to success in achieving each core qualification.   Over the two years of program participation, each associate is expected to gain experience in all areas through a variety of trainings, projects, committee involvement, meeting participation, interaction with advisors, job shadows and service activities.

- Interpersonal Skills
- Oral Communication.
- Integrity/Honesty
- Written Communication
- Continual Learning
- Public Service Motivation

Training topics

The content of the program curriculum is guided by reference to these core competencies. Each Associate is exposed to or offered the opportunity to attend formal training in these

critical areas over the two-year program. Training topic lists will be reviewed by the associates and advisors and modified as needed on an annual basis.

Core competencies will be used as foundational guidelines. Training topics will also be reviewed for relevancy to current associates' needs and individual interests. It is expected that the group will determine annual goals and objectives through team exercises, active participation and consensus decision making.

Structure

Individual Participation Checklist

- Each Associate maintains record of their individual participation in trainings, events and required program activities. This record reflects their contract with the program signed at program entry.
- Basic attendance and participation is reviewed with the individual Advisor and, if necessary, with the SFEB Director.

True benefit from the program is on the principle that each Associate receive in measure with the energy, effort and thought put into the program and to learning. Program participation, while monitored, should primarily reflect both personal commitment as well as the professional agreement made with the SFEB and with their agency.

Appendix E: Full Description of Core Qualifications and Core Competencies

Office of Personnel Management
Senior Executive Service
Executive Core Qualifications*

Overview

OPM has identified five executive core qualifications (ECQs). The executive core qualifications define the competencies needed to build a federal corporate culture that drives for results, serves customers, and builds successful teams and coalitions within and outside the organization. The Executive Core Qualifications are required for entry to the Senior Executive Service and are used by many departments and agencies in selection, performance management, and leadership development for management and executive positions. The ECQs were designed to assess executive experience and potential, non-technical expertise.

Executive Core Qualification 1: *Leading Change*

Definition: This core qualification involves the ability to bring about strategic change, both within and outside the organization, to meet organizational goals. Inherent to this ECQ is the ability to establish an organizational vision and to implement it in a continuously changing environment.

Creativity and Innovation
> Develops new insights into situations; questions conventional approaches; encourages new ideas and innovations; designs and implements new or cutting- edge programs/processes.

External Awareness
> Understands and keeps up to date on local, national, and international policies and trends that affect the organization and shape stakeholders' views; is aware of the organization's impact on the external environment.

Flexibility
> Is open to change and new information; rapidly adapts to new information, changing conditions, or unexpected obstacles.

Resilience
> Deals effectively with pressure; remains optimistic and persistent, even under adversity. Recovers quickly from setbacks.

Strategic Thinking

Formulates objectives and priorities, and implements plans consistent with the long-term interests of the organization in a global environment. Capitalizes on opportunities and manages risks.

Vision

Takes a long-term view and builds a shared vision with others; acts as a catalyst for organizational change. Influences others to translate vision into action.

Executive Core Qualification: *Leading People*

Definition: This core qualification involves the ability to lead people toward meeting the organization's vision, mission, and goals. Inherent to this ECQ is the ability to provide an inclusive workplace that fosters the development of others, facilitates cooperation and teamwork, and supports constructive resolution of conflicts.

Conflict Management

Encourages creative tension and differences of opinions. Anticipates and takes steps to prevent counter-productive confrontations. Manages and resolves conflicts and disagreements in a constructive manner.

Leveraging Diversity

Fosters an inclusive workplace where diversity and individual differences are valued and leveraged to achieve the vision and mission of the organization.

Developing Others

Develops the ability of others to perform and contribute to the organization by providing ongoing feedback and by providing opportunities to learn through formal and informal methods.

Team Building

Inspires and fosters team commitment, spirit, pride, and trust. Facilitates cooperation and motivates team members to accomplish group goals.

Executive Core Qualification 3: *Results Driven*

Definition: This core qualification involves the ability to meet organizational goals and customer expectations. Inherent to this ECQ is the ability to make decisions that produce high-quality results by applying technical knowledge, analyzing problems, and calculating risks.

Accountability

Holds self and others accountable for measurable high-quality, timely, and cost-effective results. Determines objectives, sets priorities, and delegates work. Accepts responsibility for mistakes. Complies with established control systems and rules.

Customer Service

Anticipates and meets the needs of both internal and external customers. Delivers high-quality products and services; is committed to continuous improvement.

Decisiveness

Makes well-informed, effective, and timely decisions, even when data are limited or solutions produce unpleasant consequences; perceives the impact and implications of decisions.

Entrepreneurship

Positions the organization for future success by identifying new opportunities; builds the organization by developing or improving products or services. Takes calculated risks to accomplish organizational objectives.

Problem Solving

Identifies and analyzes problems; weighs relevance and accuracy of information; generates and evaluates alternative solutions; makes recommendations.

Technical Credibility

Understands and appropriately applies principles, procedures, requirements, regulations, and policies related to specialized expertise.

Executive Core Qualification 4: *Business Acumen*

Definition: This core qualification involves the ability to manage human, financial, and information resources strategically.

Financial Management

Understands the organization's financial processes. Prepares, justifies, and administers the program budget. Oversees procurement and contracting to achieve desired results. Monitors expenditures and uses cost-benefit thinking to set priorities.

Human Capital Management

Builds and manages workforce based on organizational goals, budget considerations, and staffing needs. Ensures that employees are appropriately recruited, selected, appraised, and rewarded; takes action to address performance problems. Manages a multi-sector workforce and a variety of work situations.

Technology Management

Keeps up-to-date on technological developments. Makes effective use of technology to achieve results. Ensures access to and security of technology systems.

Executive Core Qualification 5: *Building Coalitions*

Definition: This core qualification involves the ability to build coalitions internally and with other Federal agencies, State and local governments, nonprofit and private sector organizations, foreign governments, or international organizations to achieve common goals.

Partnering

Develops networks and builds alliances; collaborates across boundaries to build strategic relationships and achieve common goals.

Political Savvy

Identifies the internal and external politics that impact the work of the organization. Perceives organizational and political reality and acts accordingly.

Influencing/Negotiating

Persuades others; builds consensus through give and take; gains cooperation from others to obtain information and accomplish goals.

Fundamental Competencies

Competencies are the personal and professional attributes that are critical to successful performance in the SES. The fundamental competencies are the attributes that serve as the foundation for each of the Executive Core Qualifications. Experience and training that strengthen and demonstrate the competencies will enhance a candidate's overall qualifications for the SES.

Interpersonal Skills

Treats others with courtesy, sensitivity, and respect. Considers and responds appropriately to the needs and feelings of different people in different situations.

Oral Communication

Makes clear and convincing oral presentations. Listens effectively; clarifies information as needed.

Integrity/Honesty

Behaves in an honest, fair, and ethical manner. Shows consistency in words and actions. Models high standards of ethics.

Written Communication

Writes in a clear, concise, organized, and convincing manner for the intended audience.

Continual Learning

Assesses and recognizes own strengths and weaknesses; pursues self-development.

Public Service Motivation
Shows a commitment to serve the public. Ensures that actions meet public needs; aligns organizational objectives and practices with public interests.

*http://www.opm.gov/policy-data-oversight/senior-executive-service/executive-core-qualifications/#url=Overview